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**Volodymyr Vynnychenko Central
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**PROFESSIONAL TRAINING
OF FUTURE SPECIALISTS AMIDST
MODERN REALITIES**

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FEATURES OF THE DEVELOPMENT OF PROFESSIONAL ORIENTATION OF STUDENTS IN THE PROCESS OF SPECIALIZED TRAINING

Vasykuevych Ya. Z., Ryk H. S., Kikinezhdi O. M.

INTRODUCTION

In the context of contemporary realities, the issue of identifying psychological mechanisms for the formation of professional orientation of individuals during their specialized training in higher education institutions becomes increasingly relevant. This orientation is seen as an integral quality of professional self-determination and the professional development of future competitive specialists in social professions. The transformational processes within Ukraine's higher education system and the New Ukrainian School demand high-quality training of highly qualified professionals as subjects of professional growth, aligning their knowledge and skills with the demands of modern information society, new educational standards, and the needs of the market economy.

The research is driven by the problem of psychological adaptation of students to new socio-economic conditions and innovative educational systems, as well as the study of personal characteristics associated with the process of professional self-determination. Among these issues is the examination of the process of developing the professional orientation of an individual during the stage of professional education. This phase of professional self-determination is characterized by a chosen direction of professional development, where students engage in the process of professional training and socialization, experiencing their first active immersion into the professional environment during internships.

These processes occur against a backdrop of increasing demands on young professionals, highlighting the need to improve the quality of psychological training and fostering researchers' interest in various aspects of their personality and professional activity. Therefore, one of the main tasks in preparing future specialists is to cultivate an informed and internal acceptance of the features of professional activity, interests, and inclinations toward it, along with the development of professional convictions, values, and ideals.

Professional self-awareness exists as a unity of personal and professional orientation, as self-awareness in the world is inextricably linked with the awareness of one's abilities and capabilities applicable to a specific area of

human activity (as noted by H. Kostiuk, M. Boryshevskiy, V. Romenets, V. Moliako, B. Fedorishin, T. Hovoryn, L. Dolynska, S. Maksymenko, H. Lozhkin, M. Savchyn, T. Titarenko, V. Tatenko, N. Shevchenko, and other scholars).

As G. Ball states, "One of the ways to implement the culture-forming function of psychology is through the activity of practical psychologists, aimed at providing psychological support to individuals in complex situations... Enriching psychological knowledge, deepening self-understanding, and facilitating self-determination and self-realization of people from various, particularly professional, communities significantly influence the development of culture and society. A psychologist should embody active humanism and implement a range of professionally important principles in interactions with clients"¹.

Mirrors of these thoughts can be found in Myroslav Savchyn's reflections on the needs of higher pedagogical education, which requires active interaction between teachers and students at the highest levels – personal-subjective and subject-subjective. According to the scholar, the tasks of professional training for educators should be "systematization of knowledge, expansion of the professional informational field, development of the research orientation of the educator's personality, and practice-oriented activities"².

Researchers emphasize the significance of forming professional orientation in the process of professional and life self-determination of youth. The necessity to introduce the concept of "professional orientation" into scientific circulation is dictated by the specificity of its elements – professional values, motives, attitudes, and aspirations of the individual.

To enhance the development of students' professional orientation during their specialized training, it is essential to organize educational activities that highlight the contradictions between the demands of the chosen profession and its personal significance for future professionals. The social demand for the problem and its insufficient exploration determined the choice of the research topic and the purpose of the article, which aims to theoretically substantiate and empirically investigate the features of developing students' professional orientation during their professional training.

¹ Культуротвірна функція психологічної науки : монографія / Г. О. Балл, Н. А. Бастун, О. В. Губенко, В. В. Депутат, О. В. Завгородня, Ю. М. Крилова-Грек, В. Ф. Литовський, В. О. Медінцев, С. О. Мусатов, І. Є. Разделенко ; за ред. Г. О. Балла. Київ-Кіровоград : Імекс-ЛТД, 2014. 264 с. С. 10.

² Особистісно-професійний розвиток майбутнього педагога : монографія / за ред. проф. М. В. Савчина. Дрогобич : Видавничий відділ Дрогобицького державного педагогічного університету імені Івана Франка, 2014. 331 с.

1. Theoretical Analysis of the Problem

In response to contemporary challenges and practical demands, fundamental and applied research is being conducted to develop psycho-pedagogical approaches to forming professional orientation as a significant direction in the development of the labor subject, fostering creative and innovative thinking in future professionals, and creating methods for teaching and stimulating creativity in the educational environment^{3 4 5 6 7 8}.

Due to its multi-component nature, this problem is complex and intersects research in occupational psychology, pedagogical psychology, developmental psychology, and personality psychology. B. Fedoryshyn laid the foundations for professional orientation, forming self-determination models and investigating the transformation of abilities into functional qualities of a person. He interprets professional orientation as an individual's psychological readiness to choose the direction of future professional activity. According to him, professional orientation is linked to an individual's awareness of significant aspects and features of future professional activity, characterized by a heightened interest in processes and facts directly or indirectly related to a particular profession⁹.

Orientation defines a person's success in mastering a profession and acts as a "system-forming" factor of a professional's personality. The self-concept serves as a standard for the personal-professional development of student youth in various aspects of life activity.

Issues of professional self-determination, professional readiness, and professional orientation have attracted the attention of both domestic and foreign psychologists, including J. Holland, who proposed a classification of

³ Психологічне дослідження творчого потенціалу особистості : монографія / наук. кер. В. О. Моляко. Київ : Педагогічна думка, 2008. 208 с.

⁴ Роменець В. А. Психологія творчості. Київ : Либідь, 2001. 288 с.

⁵ Теорія і практика дослідження взаємодії суб'єктів освітнього простору в парадигмі генетичної психології : монографія / колектив авторів, за науковою редакцією академіка НАПН України С. Д. Максименка. Київ: Інститут психології імені Г. С. Костюка НАПН України, 2023. 225 с.

⁶ Людина. Суб'єкт. Вчинок: Філософсько-психологічні студії / за заг. ред. В. О. Татенка. Київ : Либідь, 2006. 360 с.

⁷ Як будувати власне майбутнє: життєві завдання особистості : наукова монографія / Титаренко Т. М., Злобіна О. Г., Лепіхова Л. А. та ін. ; за наук. ред. Т. М. Титаренко. Кіровоград : Імекс-ЛТД, 2012. 512 с.

⁸ Vasykelych Ya. et al. Creativity as a Resource of Adaptation in a Politically and Economically Unstable Environment. *Journal of Intellectual Disability – Diagnosis and Treatment*. 2020. Volume 8, No. 4. P. 710–718. DOI: <https://doi.org/10.6000/2292-2598.2020.08.04.14>.

⁹ Федоришин Б. О. Психолого-педагогічні основи професійної орієнтації: дис. ... д-ра пед. наук : 13.00.04. Київ, 1996. 383 с.

personality types that influence a person's professional choice¹⁰ and E. Schein, who identified key criteria for the development of career orientations of student youth¹¹.

The problem of personal-professional development during higher education is extensively presented in the works of Ukrainian psychologists such as O. Bondarenko, Ya. Vasylykevych, Ye. Ivanchenko, M. Didukh, M. Omelchenko, T. Omelchenko, L. Stepanenko, N. Shevchenko, and others. Most scholars define it as a set of stable motives and emotionally valuable relationships that shape the characteristics of professional activity, behavior, communication, and self-assessment of a specialist's personality. Its content also includes the need for professional activity and value orientations as the basis for motivating this activity, as well as the goal of professional activity and the need for continuous professional self-improvement^{12 13 14 15 16 17 18}.

¹⁰ Holland, J. L., & Holland, J. Why interest inventories are also personality inventories. *Vocational interests: Meaning, measurement, and counseling use*. M. Savickas & A. Spokane (Eds.). Palo Alto, CA: Davies-Black, 1999. P. 87–102.

¹¹ Schein E.H. *Organizational Culture and Leadership*. San Francisco : Jossey-Bass, 1992.

¹² Бондаренко О. Ф. Психологічні особливості сучасної студентської молоді та проблеми професійної підготовки психологів-практиків. *Практична психологія та соціальна робота*. Київ, 2003. № 4. С. 8–11.

¹³ Іванченко Є. А. Дослідження щодо виявлення професійної спрямованості студентів та результати її формування в системі інтерактивної професійної підготовки майбутніх соціальних педагогів. *Наука і освіта*. 2009. № 10. С. 123–129.

¹⁴ Ломак О., Василькевич Я. Особливості професійно-творчого становлення особистості на стадії професійної освіти. *Humanitarium*. 2019. Том. 43, Вип. 1 : Психологія. С. 93–103.

¹⁵ Шевченко Н.Ф. Становлення професійної свідомості практичних психологів у процесі фахової підготовки: монографія. Київ : Міленіум, 2005. 298 с.

¹⁶ Омельченко М. С. Проблема становлення професійної свідомості особистості на етапі професійного вибору. *Психологічний часоп*. 2019. Т. 5. Вип. 10. С. 131–142. doi: <https://doi.org/10.31108/1.2019.5.10>.

¹⁷ Омельченко Т. Експериментальне дослідження особистісного саморозвитку майбутніх практичних психологів. *Psychological Prospects Journal*. 2019. Вип. 34. С. 194–205. doi: <https://doi.org/10.29038/2227-1376-2019-34-194-205>.

¹⁸ Kikinezhdі O. M., Vasylykevych Ia. Z. The problem of personal self-realization of Ukrainian youth in European integration: gender aspect. *Advanced trends of the modern development of psychology and pedagogy in European countries: Collective monograph*. Riga: Izdevnieciba "Baltija Publishing", 2019. P. 184–201. <http://12u.su/qcxv>.

Professional orientation should be considered as a component of personality orientation, which becomes specific in professional activities. In general psychological theories of personality, orientation is viewed as a quality that determines its psychological structure. Different concepts reveal this characteristic of personality in various ways, such as a “dynamic tendency”, “meaning-forming motive”, “core life orientation”, “dynamic organization of a person’s essential forces”, etc.

Professional orientation is an internal source of professional development and personal growth for any subject of activity; hence, its development can be seen as an important component in the formation of professionalism in future specialists.

Professional orientation is also interpreted as an individual’s structure of values that can be realized in professional activities and is manifested in the motives for choosing a profession and the ways of acquiring it^{19 20}.

S. Tykholaz defines professional orientation as a side of personality that determines motivated, purposeful activities while preparing for the choice of a profession and manifests in intentions, ideals, interests, attitudes, and inclinations²¹. This process has certain stages: initially, professional interest emerges, leading to stable professional intentions, which in turn contribute to forming the professional orientation of the personality.

Therefore, the professional orientation of a personality is a set of stable motives and emotionally valuable attitudes that define the characteristics of professional activity, behavior, communication, and self-assessment of a specialist. Its content also includes the need for professional activity and value orientations as the basis of motivation for this activity, the goals of professional activity, and the need for continuous professional self-development.

In the concept of “professional orientation”, scientists have highlighted distinct aspects that express its substantive and dynamic characteristics. The first includes the fullness and level of orientation, while the second pertains to its intensity, duration, and stability. The fullness and level of orientation contribute to personal motivational characteristics of professional

¹⁹ Мачушник О. Л. Вивчення особливостей професійної спрямованості майбутніх психологів. Теорія і практика сучасної психології. Збірник наукових праць. Запоріжжя: Класичний приватний університет, 2019. № 2. Т.2. С. 77–81.

²⁰ Чобітько М. Г. Самовдосконалення студентів – майбутніх учителів у процесі особистісно орієнтованої професійної підготовки. *Педагогіка і психологія*: Вісник АПН України. 2004. № 1. С. 57–69.

²¹ Тихолаз С. І. Професійна спрямованість як психолого-педагогічне поняття. *Наукові записки Вінницького державного педагогічного університету імені М. Коцюбинського*. 2007. Вип. 21. С. 265–269. (Серія «Педагогіка і психологія»).

orientation and largely encompass its formal-dynamic features. The fullness of professional orientation refers to the range of motives for preferring a profession^{22 23 24 25}.

In forming the professional orientation of a student's personality, several stages of its development are distinguished:

Initial Stage: The student externally decides to master a specific profession, having an emotional attitude, episodic, situational interest, subject attitude, and some work habits, but lacks independence and initiative.

Second Stage: The student has a fixed attitude towards the profession and more stable interests; they show inclinations but are more interested in the practical aspects of learning material.

Third Stage: The student has a firm attitude towards the profession, stable interest, and inclination to it, showing special enthusiasm for both the practical and theoretical sides of the learning material. In the learning process, the personality asserts itself through professional work.

Fourth Stage: The student demonstrates passionate enthusiasm for their profession, where the person and the work combine into a single entity. Such orientation forms in the presence of strong talents for the chosen profession, clearly expressed inclinations in the vocation, distinguished by high professional mastery, the presence of professional ideals, and strong convictions in the personal and social significance of their profession.

Professional orientation is an important psychological factor in professional self-determination and the professionalization of personality. Researcher N. Shevchenko established that the professional orientation

²² Дідух М. М. Професійна спрямованість як динамічна якість особистості. *Юридична психологія*. 2021. № 1 (28) С. 56–64.

²³ Іонова І. М., Полянничко А. О. Теоретико-методичні основи професійної спрямованості майбутніх соціальних працівників. doi: <https://doi.org/10.30525/978-9934-588-36-5/11>.

²⁴ Степаненко Л. М. Професійна спрямованість у підготовці майбутніх психологів до взаємодії з маргінальними соціальними групами. *Наукові записки Національного педагогічного університету імені М. П. Драгоманова*. 2019. Вип. 144. С. 186–198. (Серія «Педагогічні науки»). doi: <https://doi.org/10.31392/NZpu-144.2019.22>.

²⁵ Тітова Т. Особливості професійної спрямованості студентів-психологів з різним рівнем саморегуляції. *Наукові записки Національного педагогічного університету імені М. П. Драгоманова*. 2016. Вип. 106. С. 203–115. (Серія «Педагогічні науки»). doi: <https://doi.org/10.33989/2226-4078.2019.1.163997>.

of psychology students has a clearly defined structure, formed professionally important qualities, and an internalized value-semantic sphere²⁶.

In defining the orientation of higher education students towards successful professional activity as a special integrity, scientists highlight the following components in its structure:

1) Motivational-value: value attitude towards professional activity, professional-cognitive interest, needs, expectations, and beliefs, motivation for achievement;

2) Competency: students' academic achievements: volume, completeness, exhaustiveness, systematicity of professional knowledge and skills; dynamics of personal development of students; readiness for professional activity;

3) Personal-reflective: personal-professional qualities necessary for success, formation of reflective skills, adequacy of self-assessment, professional self-education, and self-improvement^{27 28 29}.

Professional orientation is characterized by stability (instability), the dominance of social or narrowly personal motives, and long-term or near-term perspectives of life activity.

Researchers distinguish these levels of professional orientation among students:

- High level: The profession is a calling: an internal attraction to the chosen profession, stable interest in it since childhood, positive motivation to learn all subjects, etc.

- Intermediate level: Enthusiasm for the chosen profession during high school, often influenced by a respected teacher or deep interest in individual subjects.

- Low level: Interest in the variety of academic subjects at an educational institution or the absence of unattractive subjects from school or following advice from relatives or friends.

²⁶ Шевченко Н. Ф. Дослідження професійної спрямованості майбутніх психологів. *Вісник Дніпропетровського університету імені Альфреда Нобеля*. Серія «Педагогіка і психологія». 2013. № 1 (5). С. 95–101.

²⁷ Білик Л., Супрун Т. Формування соціально-психологічної культури студентської молоді у вищому навчальному закладі. *Вища освіта в Україні*. Київ, 2004. № 3. С. 105–109.

²⁸ Іванченко С. А. Дослідження щодо виявлення професійної спрямованості студентів та результати її формування в системі інтерактивної професійної підготовки майбутніх соціальних педагогів. *Наука і освіта*. 2009. № 10. С. 123–129.

²⁹ Ломак О., Василькевич Я. Особливості професійно-творчого становлення особистості на стадії професійної освіти. *Humanitarium*. 2019. Том. 43, Вип. 1 : Психологія. С. 93–103.

- Lack of professional orientation: the level where a student has no interest in the chosen profession, having enrolled in higher education because they could not enter another institution or because this one is closest to home.

Thus, we can conclude that professional orientation is a leading integral quality of personality, characterized by an individual's selective and motivational attitude towards choosing a profession according to their calling and ideals, worldview, and interests. A high level of professional orientation is the qualitative feature of the structure of motives of personality that expresses the unity of interests and personality in the system of professional self-determination. Enhancing the level of professional orientation constitutes the main content of its development.

Psychological mechanisms of professional orientation of personality may include motives as a complex multi-level structure of values, personal meanings, and abilities that determine professionally important qualities.

This involved the analysis and interpretation of the results of an empirical study on the formation of students' professional orientation during their professional training.

2. Features of the development of students' career orientations

The personal development of a student as a future specialist occurs through the gradual formation and development of a set of professionally significant personal qualities such as communication skills, personal adequacy, mobility, flexibility, a humanistic orientation, tolerance, and self-control.

Thus, the professional orientation of psychologists and social educators represents a comprehensive system of norms, attitudes, motives, values, and meanings that guide and coordinate both the external (operational) and internal (content-related) aspects of their professional activity.

To analyze the level of formation of professional orientation among future specialists, third- and fourth-year students from the "Psychology" and "Social Pedagogy" specialties were selected. These students were chosen because, by the third or fourth year of study, they had become sufficiently familiar with the specific characteristics of their chosen profession. It is during this period that some students realize the mistakes in their chosen professional path. It is common for the critical third year to be decisive, leading students to either pause their studies in their chosen specialty or switch to a part-time program. If a third-year crisis is successfully overcome, students consolidate their confidence in the correctness of their chosen professional direction. Seeking to apply their acquired knowledge in practice, some students begin working in their field. If the professional self-determination crisis is successfully overcome by the fourth year, students

form an adequate professional identity; otherwise, they reaffirm the decision not to engage in this type of professional activity.

In the empirical study of forming professional orientation among students during their professional training, 27 students participated. The experimental base was the Hryhorii Skovoroda University in Pereiaslav.

At the first stage of the empirical study, E. Schein’s “Career Anchors” methodology (adapted by V. Chiker and V. Vinokurova) was used, designed to study personal career orientations (professional competence, management, autonomy/independence, job and geographical stability, service, challenge, lifestyle integration, entrepreneurship).

The results obtained were analyzed according to each of the eight career orientation types on the scales presented in Table 2.1.

Table 2.1

**Indicators of Career Orientation Development among Students
(based on E. Schein’s "Career Anchors" methodology) n = 27**

Types of Career Orientations	Indicators of Formation	
	Absolute	Relative%
Professional Competence	6	21,4
Management	1	3,6
Autonomy	3	10,7
Stability	4	14,3
Service	10	35,7
Challenge	0	3,6
Lifestyle Integration	2	7,1
Entrepreneurship	1	3,6

To conduct a qualitative analysis of the results of a psychodiagnostic study on students’ career orientations, a diagram of the level expression of career orientations was constructed using the “Career Anchors” methodology by E. Schein (Figure 2.1), which illustrates the percentage distribution of the eight main career orientations among students.

The results of the empirical study showed that the two leading career orientations among future social educators are “Service”, which received the highest score of 10 points, and “Professional Competence”, which scored 6 points. The rest of the career orientations have formation scores that do not reach the level of the leading ones (less than 5 points). The lowest expression is seen in the career orientations “Management”, “Entrepreneurship”, and “Challenge” (1 point).

The generalized result – the average value of the total scores obtained by the respondents for all career orientations – can indicate the expression

of the professional motivation factor and the “intensity” of orientation towards activity. The indicator of the generalized result, 3.5 points, suggests that the student’s motivation for professional activity is below the norm, which is due to their focus on professional education.

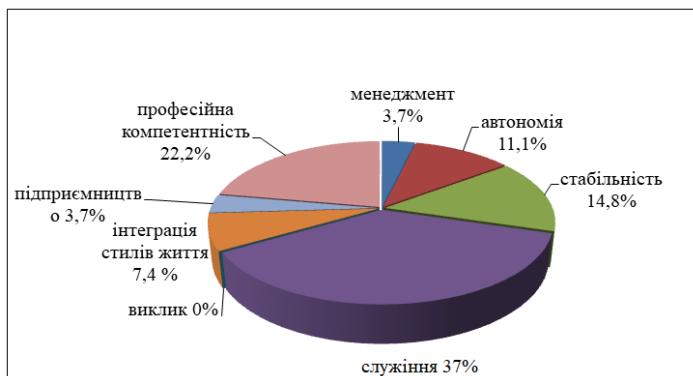


Fig. 2.1. Percentage representation of students’ career orientations according to E. Schein’s “Career Anchors” methodology

As seen in Figure 1, most students (35.7%) exhibit a predominant "Service" type of career orientation. This orientation is characterized by a humanistic focus, empathy, mobility, and flexibility. The primary values for individuals with this orientation are people and working for their well-being. Such specialists are unlikely to work for an organization whose goals and values conflict with their own; they would refuse a job or promotion if they cannot fulfill their core life values. This career orientation is typical for the social educator profession, as it involves social interaction and a professional focus on assisting others.

The “Professional Competence” career orientation is chosen by 21.4% of future social educators. This orientation is characterized by a desire to excel in their field, where success in the professional area is paramount. Such specialists quickly lose interest in work that does not allow them to develop their professional skills. They seek recognition for their talents, which should be reflected in a status that matches their expertise. Individuals with this orientation are willing to manage others within their competence, but management itself does not interest them much. Most of them reject the manager role and see management only as a necessary condition for advancement in their professional field. This is the largest group in organizations that ensures competent decision-making.

For 14.3% of those studied, the "Stability" career orientation is noted. Their main need is security and stability to be able to predict life events.

The first group of stable individuals is primarily oriented toward job security: they seek employment in an organization that ensures a certain tenure, has a good reputation (does not lay off workers), takes care of its employees after dismissal, and pays high pensions. Such individuals are often referred to as "organization people" and transfer the responsibility for career management to the employer. They will undertake any geographical relocations required by the company.

The second group is focused on residential stability: "putting down roots" in a specific geographical location and may change jobs as long as it does not involve relocating. People who are oriented towards stability can be talented and hold high positions in an organization, but they reject jobs and new opportunities if they pose temporary inconveniences.

A tendency towards "Autonomy" as a type of career orientation was identified in 10.7% of students. This indicates a slight desire for independence, for freedom from organizational rules, requirements, and restrictions. The need to do everything at one's discretion, to decide independently when, on what, and how much to work, is moderately expressed.

A person with an "Autonomy" orientation is characterized by a reluctance to adhere to organizational rules. They are willing to forgo promotions and other opportunities to maintain their independence. Such an individual is willing to work in an organization that provides a sufficient level of freedom, will not feel loyalty to the organization, and will reject anything that limits their autonomy.

The "Lifestyle Integration" type was found in 7.1% of students. Their career orientation is characterized by a focus on integrating different aspects of life. The individual does not want only family or career or self-development to dominate their life and attempts to balance all these aspects. Such a person values their life as a whole—where they live and improve—more than a specific job, career, or organization. The low orientation towards integrating different aspects of life is likely due to the age of the subjects, the absence of a personal family, and the lack of a specific job or career.

The lowest frequency of choices was found in the career orientations of "Management", "Entrepreneurship", and "Challenge" – each at 3.6%.

Such a choice of "Management" orientation indicates a low desire among students to manage various aspects of organizational activities, a lack of focus on integrating the efforts of others, taking full responsibility for the end result, and combining different organizational functions. This can be explained, on the one hand, by the fact that aspiring social educators have a

high orientation towards professional competence, which excludes a desire for management and managerial roles. On the other hand, this career orientation manifests more strongly with age and work experience.

The minimal representation of “Entrepreneurship” and “Challenge” career orientations among future social educators shows a lack of desire for competition, solving difficult tasks, creating their own business, and overcoming obstacles.

The results of the empirical study showed that the leading career orientations among future psychologists and social educators are two: “Service”, which has the highest indicator, and “Professional Competence”. The rest of the career orientations have levels of development that do not reach the leading ones. The lowest expression of career orientations is found in “Management”, “Entrepreneurship”, and “Challenge”. Such career orientations are the most typical for the professions of psychologists and social educators, as they are characterized by social interaction and a professional focus on helping another individual.

3. Types of Professional Orientation of Future Specialists’ Personalities

In the second stage of the empirical study of students’ professional orientation, Holland’s Professional Orientation Questionnaire was used, allowing the identification of six personality types: realistic, intellectual, social, conventional, entrepreneurial, and artistic³⁰.

In his research, Holland established that people of different professional types adapt differently to various professional environments. The correspondence between the personality type and the type of professional environment is a prerequisite for high achievements in activities and satisfaction with one’s work.

Using Holland’s Professional Orientation Questionnaire, the personality type was determined by the area of professional activity. The results obtained were analyzed and are presented in Table 2.2.

To qualitatively analyze the results of a diagnostic study of personality types according to the field of professional activity, a diagram has been created to show the level of expression of the main personality types by professional field among students (see Fig. 2.2), which reflects the percentage ratio of the expression of the six main personality types (according to D. Holland’s classification).

³⁰ Holland, J. L., & Holland, J. Why Interest Inventories Are Also Personality Inventories. *Vocational Interests: Meaning, Measurement, and Counseling Use*. M. Savickas & A. Spokane (Eds.). Palo Alto, CA: Davies-Black, 1999. P. 87–102.

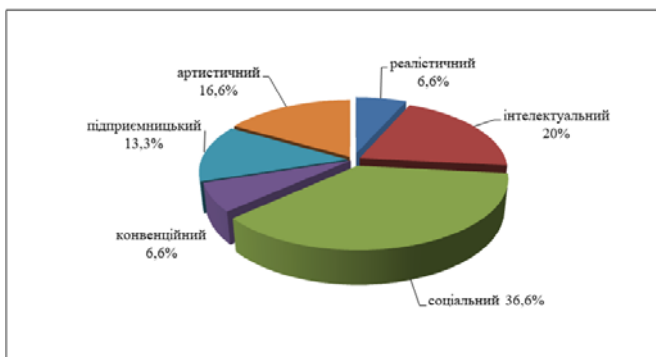
Table 2.2

**Indicators of Personality Types by Area of Professional Activity
(According to Holland's Questionnaire)**

n = 27

Personality Type	Personality Type Indicators	
	Absolute	Relative%
Realistic	2	6,6
Intellectual	5	20,0
Social	10	36,6
Conventional	2	6,6
Enterprising	3	13,3
Artistic	5	16,6

The study results showed that 36.6% of individuals have a dominant social personality type. This personality type is characterized by setting goals and tasks that allow them to establish close contact with the surrounding environment. It is distinguished by pronounced social skills: the ability to communicate, a desire for leadership, and a need for numerous social contacts. Traits of this character include sociability, a desire to teach and nurture, and humanitarianism. The preferred occupations for this type are teaching, healing, and serving, primarily as a doctor, teacher, or psychologist. They are active, able to adapt, and mainly solve problems relying on emotions, feelings, and communication skills. They possess good verbal abilities and relatively weaker nonverbal ones.



**Fig. 2.2. Percentage Representation of Major Personality Types
by Professional Activity Sphere Among Students**

20% of the students studied have a dominant intellectual personality type, which is primarily oriented towards intellectual work. This type is not very communicative and is characterized by an analytical mind, independence, and originality of judgment. Theoretical and aesthetic values dominate their outlook. They focus on solving intellectual and creative tasks and prefer contemplating a problem over its practical implementation. Such individuals seek knowledge for the sake of truth. They are intellectuals who prefer scientific professions, possessing highly developed abilities in both humanities and mathematics.

16.6% of the students have a dominant artistic personality type. In relationships with others, this personality type relies on imagination and intuition. They have an emotionally complex view of life, with independence in decision-making, flexibility, and originality of thought as key traits. They prefer creative activities such as music, drawing, and pursuits in the humanities. They have well-developed perception and motor skills, with a high level of extroversion.

13.3% of the students exhibit an entrepreneurial personality type, while the conventional and realistic types are found in 6.6% of the students studied.

The entrepreneurial personality type prefers tasks associated with leadership and personal status. They select goals and tasks that allow them to demonstrate energy, impulsiveness, and enthusiasm. Key traits include a desire for leadership, a need for recognition, entrepreneurial spirit, and some aggressiveness. Their intellectual structure is dominated by verbal abilities. They dislike activities requiring persistence, hard work, motor skills, and concentration.

The conventional personality type (6.6%) is characterized by a preference for clearly structured activities and likes being directed. They adhere to traditional customs and viewpoints, approaching problems in a stereotyped, practical, and concrete manner. Spontaneity and originality are not typical of them. Character traits include rigidity, conservatism, and dependence. They prefer professions related to clerical work and calculation, possessing good communication and motor skills. Their mathematical abilities are better developed than their verbal ones. They are poor leaders and organizers, with decisions largely influenced by others.

The realistic personality type (6.6%) is characterized as a masculine, unsocial, emotionally stable, and present-oriented type of personality. Representatives of this type engage with tangible objects and their practical use: tools, various items, animals, and machines. This professional type is mainly characterized by non-verbal intellectual capabilities, with psychomotor skills prevailing over mathematical and verbal abilities.

Thus, most diagnosed students belong to the social personality type, confirming their high level of professional orientation as psychologists and social educators.

CONCLUSIONS

Theoretical and empirical research into the features of the formation of students' professional orientation during their vocational training allows us to draw the following conclusions:

1. Professional orientation is a complex, time-gradually developing, dynamic process characterized by higher and lower levels of formation. A higher level of professional orientation in a student is characterized by the establishment of a professional dominant, the formation of a lifestyle in the student's individual consciousness, and the completeness of the formation of the image of the profession and oneself as its subject. A lower level of professional orientation is characterized by the profession's representation, that is, having a general image of the profession, including its specifics, goals, and the very process of engaging in professional activity, understanding the factors that contribute to or hinder this activity.

The structure of professional orientation consists of the following main components: motives (intentions, interests, inclinations, ideals); value orientations (content of work, salary, well-being, qualification, career, social status, etc.); professional position (attitude towards the profession, attitudes, expectations, and readiness for professional development); social-professional status.

Psychological mechanisms for forming an individual's professional orientation can include motives, life values, personal characteristics, abilities, and aptitudes for the chosen profession, which determine professionally important qualities. Thus, the mechanisms of forming students' professional orientation comprise a complex multi-level structure that dynamically develops during the process of vocational training.

2. A comprehensive set of psychodiagnostic methods was substantiated and formed to study students' professional orientation during their vocational training.

To study the career orientations of the individual, the "Career Anchors" methodology by E. Schein (adapted by V. Chiker and V. Vinokurova) was used. To determine the extent to which a personality type is related to the professional field to which there are inclinations, the professional orientation questionnaire by D. Holland was used.

According to the results of the conducted diagnostic survey and interpretation of the obtained data, the majority of students have a dominantly developed career orientation type "Service" – 37.0%. This type of career orientation is characterized by a humanistic orientation, empathy

for the specialist's personality, mobility, and flexibility. The main values of a person with this orientation are people and work for their benefit. This career orientation is most typical for the profession of a psychologist and social educator, as it is characterized by social interaction and professional orientation towards helping another person. The "Professional Competence" career orientation is possessed by 22.2% of future psychologists and social educators. A "Stability" career orientation type is identified in 14.8% of the respondents. A tendency toward the "Autonomy" career orientation type was shown by 11.1% of students. The "Life Style Integration" type was identified in 7.4% of students. A "Management", "Entrepreneurship", or "Challenge" career orientation type was diagnosed in 3.7% of students.

D. Holland's professional orientation questionnaire determines the extent of the connection between a personality type and the professional field to which they have inclinations. D. Holland identifies six personality types: realistic, intellectual, social, conventional, entrepreneurial, and artistic. The essence of the method is that success in professional activity depends on the match between the personality type and the type of professional environment. According to the results of the diagnostic survey and interpretation of the obtained data, the majority of students have an inclination toward the social personality type – 36.6%. An intellectual personality type, oriented mainly towards intellectual work, was diagnosed in 20% of the subjects. An artistic personality type was identified in 16.6% of students. An entrepreneurial personality type was diagnosed in 13.3% of students. Conventional and realistic personality types were identified in 6.6% of the subjects. Thus, most students belong to the social personality type, which confirms their high level of professional orientation as future specialists in socioeconomic professions.

SUMMARY

The article highlights the features of the development of professional orientation of students in the process of their professional training. It provides a theoretical substantiation of the problem and reveals the essence and main characteristics of the category of "professional orientation" in future psychologists and social educators. It is shown that the psychological mechanisms of forming students' professional orientation constitute a complex, multi-level structure that dynamically evolves during professional training. A set of psychodiagnostic methods is substantiated, and the results of an empirical study of the specifics of students' professional orientation during their professional preparation are presented. The analysis and interpretation of the development features of students' career orientations and types of professional orientation of future specialists' personalities are carried out. It was found that most students have a

dominantly developed career orientation type of “Service”, characterized by a humanistic focus, empathy for the specialist’s personality, mobility, and flexibility. Furthermore, most students belong to the social personality type, confirming their high level of professional orientation for future professionals in socioeconomic professions.

Prospective directions for further research include developing a system of measures aimed at forming a professional worldview during professional training. Such measures for junior students might include psychological consultations on professional orientation and personal self-determination, training aimed at developing professionally important qualities, and, for senior students, testing and surveying before choosing a professional specialization.

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